



# **Title I Targeted Assistance Diagnostic**

**Galewood Early Elementary School**

**Charlotte Public Schools**

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## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The Comprehensive Needs Assessment was developed via School Improvement Team members during a series of meetings (before/after school, during the school day) focused upon School Improvement. All stakeholders (i.e. classroom teachers, ancillary staff, parents/community members, administrators) were invited to join the School Improvement Team in order to offer input and make decisions pertaining to the School Improvement Plan (SIP). Additional work sessions/focus groups were held with varying configurations of teaching staff, parents/community members, and/or building/district administrators in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the subsequent school year(s), and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections were completed, they were made available to all stakeholders for additional review and input, prior to submission.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

NWEA Map Growth assessments serve as the main source of data and is collected and reviewed within the content areas of mathematics and reading. Teachers also draw upon data acquired from writing samples, traditional running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the building principal, parents of students, as grade-level teams, as vertical teams and/or with the MTSS team members in order to review data, and to make decisions regarding student achievement and/or educational plans.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

NWEA Map Growth assessments serve as the main source of data and is collected and reviewed within the content areas of mathematics and reading. Teachers also draw upon data acquired from writing samples, traditional running records, student conferences, day-to-day observations as well as pre/post unit assessments in order to inform their instruction. Teachers meet periodically with the building principal, parents of students, as grade-level teams, as vertical teams and/or with the MTSS team members in order to review data, and to make decisions regarding student achievement and/or educational plans.

Student performance is monitored through progress monitoring, as well as text leveling, in order to identify those students working above/at benchmark (Hi Average/Hi), those performing just below grade level (Average), as well as those experiencing failure (Lo Average/Lo). As data is reviewed, interventions for all students are thoughtfully considered, and action plans (i.e. Individual Reading Intervention Plan (IRIP)) are devised. Through the collection and review of multiple forms of data, such plans are revisited frequently and adjusted as necessary via the MTSS process. To identify students in need of intensive services, the following criteria have been put into effect:

- NWEA: Scoring below the 40th percentile
- LOCAL ASSESSMENTS: Scoring as Low Strategic/Average or below

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- Other: Prior Title 1 services, Qualify for Free/Reduced Lunch, English Language Learner, Family History of Failure/Incarceration/ Substance Abuse, Victim of Child Abuse or Neglect, Participation in a Head Start Program, Homelessness, and Chronically Absent

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Students within grades Kindergarten through 2 are identified as stated above.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Charlotte Public Schools prides itself in providing eligible students with individualized instruction via Targeted Assistance or Schoolwide Title 1A Programs in order to ensure that each student is able to meet and/or exceed the Michigan Common Core Standards in English Language Arts, Mathematics, Science and Social Studies. Students are identified for extra assistance through a general education-initiated process. All students receive core instruction in the general education classroom and from the teacher of record. While classroom teachers also provide on-going interventions to struggling students, Title 1 Support Staff within each building provide supplemental assistance to students falling specifically within Tiers II and III and do so in their specific area of need (i.e. reading, mathematics). The vast majority of this assistance is rendered via a push-in model (pull-out services do occur, but such cases are extremely rare). Additional student services are coordinated with appropriate community services, which are allowable in accordance with program legislation. A list of students who qualify and a list of students being served are maintained and regularly updated in our student portal, Skyward.

Students participating in the Title 1 programming receive additional academic support from a certified teacher/interventionist using the following methods:

- Targeted, intensive, and evidence-based core support from their homeroom teacher (daily)
- Targeted, strategic, and evidence-based support from a Title 1 teacher/interventionist (4-5x per week for a period of 30 minutes each)
- Continuous Progress Monitoring (weekly or bi-weekly)

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Programmatic and instructional planning continues to be focused upon ensuring student success. SIP goals are rooted in evidence-based practices, and designed around the varied needs, interests and aptitudes of students as a whole, as well as those considered disadvantaged. Our intended result is to continuously improve and/or adapt our curriculum, instructional methodologies, and assessments, affording all students the opportunity to derive meaning from all of their educational experiences, and to apply curricular concepts in a real-world context.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

As mentioned in Component 3, our intended result is to continuously improve and/or adapt our curriculum, instructional methodologies, and assessments, affording all students the opportunity to derive meaning from all of their educational experiences, and to apply curricular concepts in a real-world context. In order to ensure that all students, particularly those eligible for Title 1A services, meet the State's content standards in all core academic areas, the following instructional strategies and evidence-based methods have been put into effect:

- A culture where all constituents (school/district leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning, all the while raising student achievement, will continue to be promoted.
- Curriculum guides and pacing calendars will continue to be devised and updated annually by vertical, grade level and/or departmental teams in order to ensure full alignment to the Common Core State Standards, as well as a cohesive plan for instruction and student learning.
- All staff will provide students with daily instruction in all content areas and do so based upon the Workshop Model whenever possible. Additionally, all staff will utilize conferring techniques in order to determine student strengths, needs, future teaching points, as well as to set personal learning goals.
- Professional development (PD) opportunities will be data-driven and fully aligned to district and/or school-wide goals as indicated within the SIP, based upon current research and evidence-based practices, as well as assist teaching staff with the integration of core skills into all content areas.
- Additional PD will be provided to all staff members in order to deepen their understanding of working with students who are at-risk, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- All staff will continuously monitor the progress of all students, particularly those identified as "at risk of failing", through bi-weekly (minimum) grade level meetings, as well as monthly (minimum) meetings with building administration. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and action plans will be established/revised for all students.
- Expand the evaluation and monitoring of student learning through the use of summative (i.e. NWEA) and formative assessments from classroom teachers to all staff members within the building.
- Differentiation of instruction will continue to be embedded into all content areas, including specials, and will be done so via the interpretation of acquired data (formative and summative). Hands-on and inquiry-based learning will play central roles within all content areas and learning environments.
- All professional staff will continue to meet during before school and/or required building-wide/grade-level PD sessions, Staff Meetings, etc. in order to read/discuss selected (as stated with the SIP goals) and/or self-selected professional literature related to the teaching of literacy.



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mathematics, science and social studies.

- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- All professional staff will continue to have access to viewing high-quality instruction (in all content areas) within/outside of the building via inter/intra-visitations, PLCs, etc., and meet collaboratively in order to determine instructional implications.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction based upon the unique and varied needs of all students.
- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance as well as through letters/calls home, meetings between parents and administration, as well as utilization of our county-wide truancy officer.
- All staff members will partake in our annual Open House in order to further promote a positive home/school connection. Additionally, all staff will consider voluntarily attending other events designed specifically to promote parental engagement such as Literacy/Math Night, the Elementary Science Fair, etc.
- A continuous improvement cycle will be stressed and further implemented so as to analyze acquired data, adjust instructional practices linked to student achievement, as well as to promote a culture of academic excellence.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

See question 1 above.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Charlotte Public Schools prides itself in providing eligible students with individualized instruction via Targeted Assistance or Schoolwide Title 1A Programs in order to ensure that each student is able to meet and/or exceed the Michigan Common Core Standards in English Language Arts, Mathematics, Science and Social Studies. Students are identified for extra assistance through a general education-initiated process. All students receive core instruction in the general education classroom and from the teacher of record. While classroom teachers also provide on-going interventions to struggling students, Title 1 Support Staff within each building provide supplemental assistance to students falling specifically within Tiers II and III and do so in their specific area of need (i.e. reading, mathematics). The vast majority of this assistance is rendered via a push-in model (pull-out services do occur, but such cases are extremely rare). Additional student services are coordinated with appropriate community services, which are allowable in accordance with program legislation. A list of students who qualify and a list of students being served are maintained and regularly updated in our student portal, Skyward.

Students participating in the Title 1 programming receive additional academic support from a certified teacher/interventionist using the following methods:

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- Targeted, intensive, and evidence-based core support from their homeroom teacher (daily)
- Targeted, strategic, and evidence-based support from a Title 1 teacher/interventionist (4-5x per week for a period of 30 minutes each)
- Continuous Progress Monitoring (weekly or bi-weekly)

To ensure that students are not only making progress toward grade level standards, but reaching beyond them, Title 1 staff continuously monitor learning outcomes of all students through daily progress monitoring. Acquired assessment (formative and summative) data is then thoroughly reviewed in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff and student input, as well as overall progress, learning goals and action plans are further revised for all students to ensure that each are operating with independence within their zone of proximal development.

For additional information, refer to Components 2 and 4 above.

#### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

For well over a decade, researchers have shared numerous bodies of research citing the benefits of students in need of supplemental services obtaining them within the context of their homerooms (push-in model), rather than via a pull-out model. We recognize that in everyday life, we all work in groups with people who have differing levels of skills and competencies. Replicating real-life within actual classrooms is a highly effective way to teach necessary skills to all of our students, particularly those at-risk. There, lessons can be scaffolded so that those obtaining supplemental supports have a chance to shine among their classmates and participate in classroom instruction, discussions, projects, and assignments. That said, we also recognize the value of working with some students via a pull-out model, where they can step away from their homerooms and work within an environment better suited to their immediate needs, particularly if social and/or emotional. Such a model affords our Title 1 staff to work with students in a space with limited distractions, in a learning community that many students have self-selected as they feel it to be safer and more supportive, as well as work with others in a non-threatening manner. Because we recognize the value of both pushing in and pulling out, we operate via a hybrid model--pushing in for the majority of our students and only removing those few who truly thrive from working within a smaller setting where they are able to obtain more direct one-on-one instruction.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Great effort is placed into establishing, nurturing and promoting a culture where all constituents (teachers/staff, parents, students, administration, community members) contribute to a cumulative, purposeful and positive effect on student learning all the while coordinating essential services so as to raise student achievement. Staff continue to work collaboratively in the best interest of all students to further examine their own curriculum, promote and strengthen learning environments conducive to effective teaching and learning, as well as to take advantage of opportunities (i.e. Grade-Level Meetings, Staff Meetings, CST/MTSS Meetings, Vertical PLC's, etc.) in order to dialogue with others regarding the unique and varied needs of individual youngsters within their care. Further, acquired data is gathered and interpreted so as to collectively monitor, drive and integrate core instruction within all content areas, and to provide services seamlessly to all students. Finally, continuous effort is made to ensure that such opportunities are efficient yet productive, while honoring the full range of professional student services available within the building and community at large.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Charlotte Public Schools houses the high-quality, Great Start Readiness Program (GSRP), which is operated via Eaton RESA. This program aids in the cooperation and collaboration between preschool and our Kindergarten programs. Each preschooler receives developmentally appropriate instruction within a safe, caring and fun-filled learning environment where opportunities to engage in numerous thematic-based activities abound. Studies show that early childhood education improves performance throughout a child's school experience, and preschoolers who enter our Kindergarten programs have the background knowledge and experiences that will enable them to become successful academically. As the sponsoring agent, Eaton RESA provides ample professional development opportunities for the teachers of record. Also, multiple opportunities and strategies for involving families within the development and education of their children are offered. To strengthen program initiatives and continuity all the while promoting a strong home/school connection, preschool families partake in numerous school events throughout the year. Additionally, preschool students and their families are invited to Kindergarten Orientation and visit Kindergarten classrooms during our spring Open Houses to make for a smoother transition.

**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	No	Charlotte Public Schools does not currently employ Title 1, Part A instructional paraprofessionals.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all teachers within Charlotte Public Schools meet the NCLB requirements for highly qualified.	

## **Component 7: High Quality and Ongoing Professional Development/Learning**

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

On-going professional development is conducted with colleagues throughout the building/district as well as in conjunction with both Eaton RESA and the Ingham Intermediate School District, and is viewed as a collaborative staff activity. Strategically aligned to state, district and/or school-level goals, our professional development initiatives afford ample opportunities for staff members to reflect upon their content and pedagogy all the while increasing student achievement and consistency in instructional practices. Work that has been conducted to date includes the following: understanding the School Improvement Process as outlined via the Michigan Department of Education, identifying and working with students in crisis or that have experienced trauma, Restorative Justice, Positive Behavioral Interventions & Supports (PBIS), the MTSS process, streamlined interventions, action plans (i.e. Individual Reading Intervention Plans (IRIPs)), Teachers College Reading and Writing Project Units of Study in Writing, the Workshop Model, conferring techniques, running records, and Houghton Mifflin's GO Math!. Additionally, grade-level PLCs and vertical teams identified various topics based upon self-selected professional goals, and all staff members were encouraged to partake in various offerings sponsored outside of the building directly related to the core initiatives at both the building and district levels.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Professional development is sustained and ongoing through the continuous provision of various learning opportunities (in-house, district-wide, and via Eaton RESA/Ingham ISD) where all staff members are able to improve their competencies and/or teaching practices. Most of this work is conducted via in-house staff meetings, grade-level PLCs, vertical teams and via building-wide sessions.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Galewood PD Plan for 2019-2020

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Our Title 1A, Targeted Assistance Plan is one of several critical components enveloped within our SIP, which was developed via School Improvement Team members during a series of meetings (before/after school, during the school day) focused upon School Improvement. All stakeholders (i.e. classroom teachers, ancillary staff, parents/community members, administrators) were invited to join the School Improvement Team in order to offer input and make decisions pertaining to the School Improvement Plan (SIP). Additional work sessions/focus groups were held with varying configurations of teaching staff, parents/community members, and/or building/district administrators in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the subsequent school year(s), and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections were completed, they were made available to all stakeholders for additional review and input.

It is also important to note that parents play an integral part of their children's education. As such they are invited to partake in the design and implementation of all supplemental services offered to their child/ren, and are encouraged to remain active participants through school activities and home connections. Further, ample opportunities are provided to parents in order to impart suggestions, interact and share experiences with other parents, engage in parental workshops in order to become further informed on a myriad of topics, as well as aid in the overall decision-making process.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

As previously stated, parents were invited to attend SIT Meetings, as members of focus groups, in order to offer input and make decisions pertaining to the SIP. As sections of the plan were completed, they were made available to parents, as well as all other stakeholders, for additional review and input. As we move into the 2019-20 school year, a cultural shift will occur so as to recognize the SIP as living document to which all are bound (including parents), and which will serve as the sole foundation for building-level decision making. We will continue to develop, monitor and review the SIP by meeting regularly as a SIT, as well as with the entire staff via staff meetings, grade-level PD sessions, vertical team meetings and/or building-wide PD sessions. Sections of the SIP will also be shared with parents and community members during the required Title 1 Parent Meeting, which is typically held in the early fall. Further, all PTSO officers will be provided with hard copies of the SIP, and members of the SIT will meet with them frequently (i.e. monthly PTSO Meetings) so as to ensure understanding of the school-wide plan, and to assist them in incorporating the SIP into their Articles of Organization.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are provided with an opportunity to evaluate Targeted Assistance or Schoolwide Title 1A Programs of which their child/ren partake via annual perception surveys. Such surveys capture evidence pertaining to the frequency and effectiveness of the programming.	

**4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.**

Parents play an integral part of their children's education. As such they are invited to partake in the design and implementation of all supplemental services offered to their child/ren, and are encouraged to remain active participants through school activities and home connections. Further, ample opportunities are provided to parents in order to impart suggestions, interact and share experiences with other parents, engage in parental workshops in order to become further informed on a myriad of topics, as well as aid in the overall decision-making process.

In addition to inviting parents to partake in the design and implementation of all supplemental services offered to their child/ren, a number of activities designed to bolster parental involvement are offered periodically throughout the year such as our annual Open House/Meet the Teacher Night, Literacy and Math Night, Elementary Science Fair, annual PTSO Spaghetti Dinner/Silent Auction, Kindergarten Orientation & Open Houses, as well as music showcases and performances. Additionally, opportunities for parents to assist their child/ren while at home are discussed during meetings such as our annual Title 1 Parent Meeting, Parent/Teacher Conferences (formally 2x per year), meetings to mutually develop and/or progress monitor Individual Reading Intervention Plans (IRIP), Multi-Tiered Systems of Support (MTSS)/Child Study Team (CST) Meetings, and on a case-by-case basis through conferences held between either classroom teachers, support staff, the building administrator, or any combination thereof. Additionally, parent offerings are provided via a number of community-based organizations located throughout the tri-county area in order to meet their needs in the areas of basic necessities, counseling, health and tutoring.

**5. Describe how the parent involvement activities are evaluated.**

Parents are provided with an opportunity to evaluate involvement activities via annual perception surveys. Such surveys capture evidence pertaining to the frequency and effectiveness of the programming.

**6. Describe how the school-parent compact is developed.**

The elementary School-Parent Compact was developed as part of the school improvement process and in conjunction with district-level staff, parents, administrators and other community members. It is reviewed annually (typically in the fall) and updates are made based upon immediate need.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Galewood School-Parent Compact 2019-2020

**8. How does the school provide individual student academic assessment results in a language parents can understand?**

Staff members meet frequently with parents in order to share student assessment data. Currently all of our families speak English. When needed, however, information will be offered in other languages via direct translation-- verbally and/or in writing (provided by either Eaton RESA and/or Ingham ISD), staff members, and/or parents).

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Galewood Title 1 Parent Involvement 2019-2020

## 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The School-Parent Compact is conveniently included within our Student Handbook for review via families and/or community members. As part of our start-up paperwork (provided at the onset of each school year), parents and students are asked to sign a copy for keeping at school. Additionally, it is reviewed annually during Parent/Teacher Conferences, with expectations being clearly explained by classroom teachers and/or school/district staff. Also, parents/students are provided time to ask clarifying questions.



## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

As part of the Charlotte Public Schools, we coordinate our school improvement efforts with other agencies to reach all students and their families. It is the responsibility of each building administrator to work closely with district officials in order to merge funding sources, services, and students needs into a comprehensive model. Title 1A, Title 2, Title 4, 31a, general funds, and federal grants are combined to meet student needs. Students throughout the district who require the most intensive services are provided with them. Additionally, we make every effort to provide all possible services to our families, offering them the best opportunity for their children to receive a quality education.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

These programs and services are not applicable to Galewood Early Elementary School at this time.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Staff continuously monitor the progress of all students, particularly those identified as "at risk of failing," with learning goals and action plans being established or revised for all students. Beginning with the 2019-2020 SY, such progress monitoring will occur during bi-weekly (minimum) grade level meetings, as well as monthly (minimum) meetings with building administration. Assessment (formative and summative) data will be reviewed during those sessions in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff input and student progress, learning goals and/or action plans will be further revised for all students.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

As mentioned in Component 8, Our Title 1A, Targeted Assistance Plan is one of several critical components enveloped within our SIP, which was developed via School Improvement Team members during a series of meetings (before/after school, during the school day) focused upon School Improvement. All stakeholders (i.e. classroom teachers, ancillary staff, parents/community members, administrators) were invited to join the School Improvement Team in order to offer input and make decisions pertaining to the School Improvement Plan (SIP). Additional work sessions/focus groups were held with varying configurations of teaching staff, parents/community members, and/or building/district administrators in order to review Title 1 services related to the SIP, to identify new goals and/or strategies for the subsequent school year(s), and to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation. As sections were completed, they were made available to all stakeholders for additional review and input.

To ensure that students are not only making progress toward grade level standards, but reaching beyond them, staff continuously monitor learning outcomes of all students through daily progress monitoring. Acquired assessment (formative and summative) data is then thoroughly reviewed in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff, student and parental input, as well as overall progress, learning goals and action plans are further revised for all students to ensure that each are operating with independence within their zone of proximal development.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

On-going professional development is conducted with colleagues throughout the building/district as well as in conjunction with both Eaton RESA and the Ingham Intermediate School District, and is viewed as a collaborative staff activity. Strategically aligned to state, district and/or school-level goals, our professional development initiatives afford ample opportunities for staff members to reflect upon their content and pedagogy all the while increasing student achievement and consistency in instructional practices. Work that has been conducted to date includes the following: understanding the School Improvement Process as outlined via the Michigan Department of Education, identifying and

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working with students in crisis or that have experienced trauma, Restorative Justice, Positive Behavioral Interventions & Supports (PBIS), the MTSS process, streamlined interventions, action plans (i.e. Individual Reading Intervention Plans (IRIPs)), Teachers College Reading and Writing Project Units of Study in Writing, the Workshop Model, conferring techniques, running records, and Houghton Mifflin's GO Math!. Additionally, grade-level PLCs and vertical teams identified various topics based upon self-selected professional goals, and all staff members were encouraged to partake in various offerings sponsored outside of the building directly related to the core initiatives at both the building and district levels.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Our Title 1A, Targeted Assistance Plan is one of several critical components enveloped within our SIP, which was developed via School Improvement Team members during a series of meetings (before/after school, during the school day) focused upon School Improvement. All stakeholders (i.e. classroom teachers, ancillary staff, parents/community members, administrators) are invited to join the School Improvement Team in order to offer input and make decisions pertaining to the School Improvement Plan (SIP). Additional work sessions/focus groups were held with varying configurations of teaching staff, parents/community members, and/or building/district administrators in order to review Title 1 services related to the SIP and to identify new goals and/or strategies for the subsequent school year(s).

### **2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Our Title 1A, Targeted Assistance Plan is one of several critical components enveloped within our SIP, which was developed via School Improvement Team members during a series of meetings (before/after school, during the school day) focused upon School Improvement. All stakeholders (i.e. classroom teachers, ancillary staff, parents/community members, administrators) are invited to join the School Improvement Team in order to offer input and make decisions pertaining to the School Improvement Plan (SIP). Additional work sessions/focus groups were held with varying configurations of teaching staff, parents/community members, and/or building/district administrators in order to review Title 1 services related to the SIP, to conduct an in-depth analysis of acquired testing data in order to make informed decisions regarding the SIP and its future implementation, as well as to identify new goals and/or strategies for the subsequent school year(s). As sections were completed, they were made available to all stakeholders for additional review and input.

To ensure that students are not only making progress toward grade level standards, but reaching beyond them, staff continuously monitor learning outcomes of all students through daily progress monitoring. Acquired assessment (formative and summative) data is then thoroughly reviewed in order to identify student strengths and/or weaknesses, as well as to monitor the effectiveness of chosen and implemented interventions. Based upon staff, student and parental input, as well as overall progress, learning goals and action plans are further revised for all students to ensure that each are operating with independence within their zone of proximal development

### **3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

School Improvement Team (SIT) Meetings are utilized in order to review, monitor and further develop the SIP and its implementation. The School Data Analysis (SDA), a voluntary diagnostic tool, is also used as a guide in determining the school's strengths, challenges and next steps particularly as they relate to increasing student achievement. State and local assessment data is carefully analyzed and desegregated

as part of the SDA's implementation. As part of the process, closure within content area achievement gaps is identified and reflections on causation occur. Increases in student proficiency scores are also of particular importance as we monitor effectiveness of our Title 1 Targeted Assistance Plan and SIP goals from year-to-year.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The SIT meets frequently to plan, monitor and revise the Title 1 Targeted Assistance Plan to ensure that all services and resources are coordinated, and integrated toward the achievement of not only individual but school-wide goals. An annual review of the Title 1 Targeted Assistance Plan is conducted in which all components are thoroughly examined. Throughout the process, data is used to determine the effectiveness of implemented strategies in order to raise student achievement.